

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is important for its position as a dominant international language. It is used worldwide by various nations in almost every aspect of life. It has become the language of politics, trades, cultures, science, technology and etc. The continuous advancement of commerce, science and technology has forced learners in Indonesia to master English. Without mastering English, the development of science and technology in Indonesia will be adopted slower by learners since most of the science and technology books are written in English.

To adopt the growth of science and technology, learners should read the science and technology books because reading is the most important language skill. Reading is one of four skills that considered being important to the learners an effective means of expanding and improving the learners English as well as enriching their experience and intellectual ability.

Reading is an essential skill for all students at all levels. The students are required to be able to read. The most important step to preparing students to comprehend writing material is to help students understand the reading comprehension. Sometimes, the students are bored with the materials which are presented in reading comprehension task. Although some teachers have used the strategy or some reading instructions to make students interest to do the reading comprehension task yet they just cheating or guessing the answer of the text.

Reading comprehension is influenced by the reading material, the total program of instruction, the child's own personality, attitudes, interest, motivation, habit and her/his out of school environment.

In fact, reading is not as easy as people think, It is not easy to have the ability of drawing meaning from the printed page and interpret the information appropriately. Consequently, students will need to read the text two or three times to get even approximate sense. All this take time and many less motivated students give up. Reading passage is bound to be too difficult to them and they predict that the whole experience will be frustrating and de motivating. Such attitudes often due to unsuccessful experience in reading. If, in the past students have been given reading text which are too difficult and have no interest and where teachers failed to exited their interest then they are likely to expect the reading activities to be boring.

From the statement above for the teacher who teaches English should have strategies especially in teaching reading. There are some strategies in teaching English for instance; reciprocal questioning, scaffolding and mind mapping strategies. Reciprocal questioning is a strategy in which students learn the skills of summarizing, questioning, clarifying and predicting well enough to act as an instructor of content. Students develop these four skills and learn meta-comprehension skills while reading independently or complementing a hands-on inquiry activity while scaffolding seems suitable to be proposed as one of the alternative strategies that could be facilitated a learners ability to build on prior knowledge and internalize new information. Mind mapping is an important